List accountability recommendations that are **no change or small changes** from the current accountability system. Use additional sheets as necessary.

No. 1		**What** Assessment system aligned with Kentucky's Academic Standards	**Notes** Many of the standards at the high school level (particularly in the sciences) are not assessed.
Priority (H/M/L) **H**			
No change	**Tweak** X	**If Tweak, describe how to change** Develop assessments based on all domains of Kentucky's Academic Standards. A common theme from several work groups was the integration of not only assessments, but of students based on performance and not grades. The assessment work group recommended that assessments be integrated and literacy-based even though it was not reflected intentionally in the summary. The concept of assessment content through literacy (reading and writing in the context of the discipline) is a theme that will require follow-up. The concept of continuing our assessment in categories of disciplines would be in conflict with integrated assessment and the recommendation of the Innovation Work Group.	
No. 2		**What** College/Career Readiness	**Notes** What evidence should be included beyond the inclusion of current measures (ACT, WorkKeys, etc.)? *Performance Tasks* *Measures of creativity* *Entrepreneurship*
Priority (H/M/L) **M**			
No change	**Tweak** X	**If Tweak, describe how to change** Allow students to use a body of evidence (similar to a resume) to demonstrate college/career readiness across several domains of skill/knowledge/accomplishment that are aligned with their course of study in high school. Components of the body of evidence (resume) may include, but not be limited to: 1. Academic (college readiness exams, college placement exams, Advanced Placement, successful course participation and/or passage of exam, dual credit, etc.); 2. Technical (Industry Certifications, Work Ethic Seal, licensure, credentials, pathway completion, internship, job shadowing, etc.); 3. Leadership (school council, student government, community service, etc.); and, 4. Local Measure (school/district/community,	

		identify value in the city/county/region, i.e., Senior Capstone Project). Students would be offered rich experiences to build their body of evidence (resume) before leaving high school. College/Career Readiness opportunities are available to all students, including an emerging initiative that offers and measures readiness opportunities to students participating in Kentucky's Alternate Assessment.	
No. 3 **Priority** (H/M/L) **H**		**What** Assessments that require critical thinking skills	**Notes**
No change	**Tweak** X	**If Tweak, describe how to change** Assessments include more measures of critical thinking/applying knowledge and practice. Assessments should include high level thinking skills. Assessments should support schools moving toward a competency based system.	
No. 4 **Priority** (H/M/L) **L**		**What** Computer adaptive assessments Adaptive tests and time concerns seem to be in conflict. It will be difficult to craft an RFP that attaches time limits yet remains adaptive. Also, specifying computer adaptive was a concern.	**Notes** Ensure that these assessments factor in the wide range of student abilities in this population.
No change	**Tweak** X	**If Tweak, describe how to change** Assessments should be adaptive, allowing students far behind/above grade level to be more accurately assessed. Assessments should identify areas of growth for low performing, and students with special needs, as well as high performing students.	
No. 5 **Priority** (H/M/L) **L**		**What** Program Reviews	**Notes**

No change	Tweak	If Tweak, describe how to change	
	X	Reflection of non-tested areas in accountability are important. A dashboard approach can be utilized to show students involvement and resource allocation. Focus should be on opportunities for all students to have a rich experience. Collaboration with professional organizations should be recognized. Eliminate global competency/world language program review requirement at all levels until Kentucky has funding and capacity to meet that need. Move world language to a component of CCR attainment. The Systems Integration Committee recommends the revision of this statement. "The Global Competency content standards should be integrated into Kentucky's Social Studies Standards. The Foreign Language component could be attached to College Career readiness plus as an incentive to broaden language instruction at the High School. The concern that generated the revision was that there is not a resource attached to the review to fund language teachers, and there is not enough foreign language teachers for every school in the Commonwealth."	

List the accountability recommendations that are **new or substantial changes** from the current accountability system. Use additional sheets as necessary.

No. 6		**What** Literacy and numeracy are the focus of our current accountability system. This is important, but it has the unintended consequence of "crowding out" non-reading/mathematics instruction.	**Rationale/Notes** The intent is to provide strong incentives to develop literacy/ numeracy, not only through mathematics and reading classes.
Priority (H/M/L) H			
New	**Change**	**Describe how to include in accountability** Integrate (embed) literacy/numeracy within content areas where appropriate. This would help support the development of literacy and numeracy skills through a rich, broad curriculum.	
	X		
No. 7		**What** The current assessment only measures cognitive outputs.	**Rationale/Notes** Could the student voice survey fill this role, or should we look to adopt/develop other measures?
Priority (H/M/L) M			
New	**Change**	**Describe how to include in accountability** Identify measures of social/emotional wellness and cultural responsiveness. This could be accomplished via student surveys that track engagement, well-being, hope, etc. Schools should self-report how they are responding to school specific data (Gallup poll, KIP survey, persistence to graduation tool, etc.) to encourage the social/emotional growth of students. It was noted that whole child assessment was a common theme throughout all work groups.	
	X		
No. 8		**What**	**Rationale/Notes**

| Priority (H/M/L) H | | Current measures of student growth for elementary and middle schools are not clear and do not fully capture student progress. | Challenge: how can this measure accommodate competency-based approaches?

Challenge: starting at grade 3 is too late. Growth could be reflected K-3. |
|---|---|---|---|
| **New** | **Change** X | **Describe how to include in accountability** A new growth measure should be developed that has more meaning and clarity to students, parents and teachers in grades 3-8 that includes individual targets or trajectories.

Value should be placed on the growth of individual students.

Social/emotional growth should be embedded in the system and we should support student growth (both academic/nonacademic).

Classroom based and through-course/modular assessments (not in formal accountability) would allow students to demonstrate mastery of standards throughout the year/over several years. | |
| **No. 9**

Priority (H/M/L) **M** | | **What** Growth at high school | **Rationale/Notes** Challenge: creating reliable tests in a short time frame. |
| **New** | **Change** X | **Describe how to include in accountability** Eliminate a growth measure at the high school. Growth at high school should manifest itself in authentic leadership, life readiness (which includes college/career), competency based performance, etc. | |

No. 10		**What** Time spent on testing	**Rationale/Notes** Discussion on time still unresolved: Grade 9: 150-180 minutes
Priority (H/M/L) M			Grade 7: 120-150 minutes Grade 5: 100-120 minutes
New	**Change**	**Describe how to include in accountability**	
	X	Create an assessment system that is sensitive to the amount of time students are testing (e.g., grade 5 student is testing for 665 minutes; grade 11 student is testing for 175 minutes on the ACT).	Grade 3: 80-100 minutes
No. 11		**What** Inclusion of alternative schools in the accountability system	**Rationale/Notes** How can we accurately assess student performance with a highly mobile population with unique learning/social-emotional needs?
Priority (H/M/L) L			
New	**Change**	**Describe how to include in accountability**	
	X	Alternative schools/programs should be held accountable, along with the districts that send these students. Sending districts/schools should report the number/demographics of referred students. Differentiated and equitable accountability should be applied based on the type of setting. The type of alternative setting should dictate the assessment practice. For example, students held in detention centers need not to be assessed.	
No. 12		**What** Inclusion of local metrics into the accountability system	**Rationale/Notes**
Priority (H/M/L) L			
New	**Change**	**Describe how to include in accountability**	
X		Create a system to allow schools/districts to include local measures that reflect values and needs of the community.	

No. 13	**What** Current testing at high school includes one end-of-course exam per content assessment	**Rationale/Notes**
Priority (H/M/L) L	The nature of the conversation is that the district can add to the minimum state assessment in any content to represent the culture of the school's community.	

New	**Change**	**Describe how to include in accountability** Struggle with balancing assessing all core content areas, student buy-in afforded by end-of-course assessments, and mastery of the standards.	
	X		

No. 14	**What** English Language Learners (value statements)	**Rationale/Notes**
Priority (H/M/L) L		

New	**Change**	**Describe how to include in accountability** Value K-12 growth in English language acquisition. Value English language attainment. Value the time allowed requirements if advantageous to the student. Value supports for those who exited the program.	

No. 15	**What** Alternate Assessment	**Rationale/Notes**
Priority (H/M/L) L		

New	Change	Describe how to include in accountability	
	X	Include a balanced assessment system that includes practical life skills in addition to academic standards relevant to student needs.	
		Purposefully review and select appropriate standards based on learning progressions (i.e., alternate assessment for science).	
		Students participating in the alternate assessment with a symbolic or a non-symbolic mode of communication should have a reduced number of academic standards assessed. Currently, six standards are required to be assessed by all students participating in the alternate assessment. Students with symbolic communication should have four standards assessed; non-symbolic should have two standards assessed. Alternate assessments for non-symbolic students should have more emphasis on communication skills.	
		Eliminate the Assessment and Accountability Folder (AAAF) because the Attainment Task (AT) portion of the Alternate Assessment has been validated since the move from an Alternate Portfolio.	
		Need career ready mathematics standards and financial literacy for all students.	